

The Mission and Goals of Temple Sholom Learning Center

The Temple Sholom Learning Center (TSLC) engages students in a well-rounded Jewish education. Our curriculum has been designed so that students gain the knowledge and experience they need in order to:

- Take pride in being Jewish and develop a strong Jewish identity
- Participate in and perform rituals and traditions in a synagogue and at home
- Feel a connection and a sense of responsibility to Klal Yisrael (the Jewish people)
- Live their lives according to Jewish ethics and values
- Have a deep love for and connection to the land of Israel
- Be inspired to pursue life-long Jewish learning, and possess the basic skills to do so

Overview of TSLC Curriculum and Culture of Education

At TSLC we offer an experiential model of education that allows each learner to explore and discover meaning, personal relevance, and truths in our Jewish traditions. In general, our curriculum focuses on Hebrew, Torah, Jewish living (i.e. Jewish values and holidays/chagim), prayer/tefillah, and Israel. We also seek to promote community building through the best practices of SEL (Social/Emotional learning). We pride ourselves on being an inclusive community of learners and try to accommodate all our learners, ideally in partnership with our families.

We are also offering special sessions and programs. This will be the 2nd year of the TSLC Sholom Games. It is an opportunity for students to engage in fun and educative team-based competition. Our students will be able to utilize our STEAM lab. Other sessions include Israeli dancing and art.

Our spiraling curriculum is broadly based on grade level curricular big ideas, which guide our planning and help us develop age appropriate and content-rich learning activities at every grade level.

Grade	Big Ideas/Essential Questions	Page(s) #
Kindergarten	<ul style="list-style-type: none"> <input type="checkbox"/> The students are introduced to: Torah stories, holidays, Jewish values/ethics, and to the concept of Israel as the homeland of the Jewish people. 	3-5
Grade 1	<ul style="list-style-type: none"> <input type="checkbox"/> What are the special symbols/ritual items for the Jewish holidays, Torah, and Israel? How are they meaningful? 	5-7

Grade 2	<input type="checkbox"/> What are Jewish values? Where do they come from?	7-9
Grade 3	<input type="checkbox"/> What is my personal connection to God, Torah, Shabbat, the Jewish holidays, and to the Land of Israel?	9-11
Grade 4	<input type="checkbox"/> Where do I fit into the story of the Jewish people? What does it mean to be a part of the Jewish people/Klal Yisrael?	11-13
Grade 5	<input type="checkbox"/> How can Jewish values help me to lead an ethical and moral life?	13-15
Grade 6	<input type="checkbox"/> How have the ideas of self-determination and Jewish peoplehood affected modern Jewish history? How has that history impacted me?	15-17
Grade 7	<input type="checkbox"/> What are the stories of hope and redemption in the Holocaust?	18
Grade 8	<input type="checkbox"/> How can I engage with the Jewish community in Greenwich?	18

This curriculum is a guide providing both the structure and flexibility to create a positive educational experience with the goal of meeting the individual learning needs of our students.

Everyone at TSLC is a learner. In order to better support our students, our teachers attend monthly team professional development sessions. During those sessions our teachers will workshop topics such as social emotional learning, lesson planning, and being a reflective practitioner. It is also an opportunity for our education team to share best practices with each other. There will also be monthly grade-level meetings with the Director of Judaic Studies. The grade teachers will be able to more specifically focus on the needs of their particular grade. It is crucial that all of the teachers within a given grade level communicate with one another. It will be an opportunity to map curricular progress and address needs/concerns as they arise.

Kindergarten

Students attend TSLC for 2.5 hours on Sundays from 9:00am to 11:30am. This is the first time that the student experiences the synagogue and school as a gathering place of children of all ages to meet on a regular basis and to learn as a community. They begin to develop a sense of Jewish identity and community through socialization among their peers and the wider TSLC community.

They are introduced to select Torah stories that teach Jewish values and stories which are the core narratives of our Tradition. Hebrew language at this level involves singing Hebrew songs and prayers/tefillah and environmental Hebrew (i.e. Hebrew vocabulary for objects in the classroom). Also included in Hebrew language is the introduction and use of a few key words of Jewish cultural and religious values.

Big Idea(s)/Essential Question(s): The students are introduced to: Torah stories, holidays, Jewish values/ethics, and to the concept of Israel as the homeland of the Jewish people.

Hebrew	Teachers use environmental (classroom) and content-appropriate Hebrew language.
Torah	<p>The students explore the following Torah stories from Genesis/Bereshit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creation <input type="checkbox"/> Adam and Eve <input type="checkbox"/> The Flood <input type="checkbox"/> The Tower of Babel
Jewish Living	<p><u>Holidays/Chagim</u>: The students are introduced to the major Jewish holidays and some of the traditions and rituals inherent in each.</p> <p><u>Jewish Values/Middot</u>: The students explore the following Jewish values: doing what is just/tzedakah, being respectful/derekh erez, and gratitude/hakarat hatov.</p>
Prayer/Tefillah	Cantor Sandy and Hazzan Sheini Ezra will introduce the new

	<p>prayers/tefillot and melodies/nusach to each of the grades. To further support their prayer/tefillah learning, recordings of the prayers/tefillot and melodies/nusach will be made available online for additional classroom and home review. Rabbi Mitch will also be working with our students as they learn how to participate in the prayer services at Temple Sholom. They will have the opportunity to demonstrate their learning during the K-2 Erev Shabbat Experience on <u>November 8th</u> and the K-2 Shabbat Service on <u>February 28th</u>.</p>
Israel	<p>Israel is integrated throughout the curriculum when appropriate. The students are introduced to the concept of Israel as the homeland of the Jewish people.</p>

Educational Goals: By the end of the year, students will know that/be able to:

Hebrew	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the Hebrew name for select classroom objects.
Torah	<ul style="list-style-type: none"> <input type="checkbox"/> The Torah is special to the Jewish people. <input type="checkbox"/> Identify what a <i>Sefer Torah</i> looks like. <input type="checkbox"/> Identify some of the main figures from the Torah stories they learned.
Jewish Living	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the major Jewish holidays and at least one ritual/ritual object associated with each. <ul style="list-style-type: none"> <input type="checkbox"/> Rosh HaShanah <input type="checkbox"/> Yom Kippur <input type="checkbox"/> Sukkot <input type="checkbox"/> Simchat Torah <input type="checkbox"/> Chanukah <input type="checkbox"/> Tu B'Shevat <input type="checkbox"/> Purim <input type="checkbox"/> Passover <input type="checkbox"/> Demonstrate understanding of the following Jewish values: <ul style="list-style-type: none"> <input type="checkbox"/> Doing what is just/tzedakah <input type="checkbox"/> Being respectful/derekh erez <input type="checkbox"/> Gratitude/hakarat hatov

<p>Prayer/Tefillah</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sing along and participate in their Erev Shabbat Experience and Shabbat Service. <input type="checkbox"/> The following tefilot/prayers will be introduced: <ul style="list-style-type: none"> <input type="checkbox"/> Hinei Mah Tov <input type="checkbox"/> Sh'ma <input type="checkbox"/> Oseh Shalom
<p>Israel</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explain what 'homeland' means. <input type="checkbox"/> Identify Israel as the homeland of the Jewish people.

Grade 1

Students attend TSLC for 2.5 hours on Sunday mornings from 9:00-11:30am. This may be the first time that they experience the synagogue and school as a gathering place of children of all ages to meet on a regular basis to learn as a community. They begin to or continue to develop a sense of Jewish identity and community through socialization among their peers and the wider TSLC community.

They continue to learn Torah stories which teach Jewish values and stories which are core narratives in our Tradition. The Torah stories learned this year complement and are different than the stories explored in kindergarten. By the end of Grade 1, the students will have been exposed to the major Torah stories and have some familiarity with the key figures. Hebrew language at this level involves a continuation and review of Hebrew songs, prayers/tefillah, and environmental Hebrew (i.e. Hebrew vocabulary for objects in the classroom). Additional significant words of Jewish cultural and religious values are also introduced.

Big Idea/Essential Question(s): What are the special symbols/ritual items for the Jewish holidays, Torah, and Israel? How are they meaningful?

<p>Hebrew</p>	<p>Teachers use environmental (classroom) and content-appropriate Hebrew language. Our learners will also explore some of the environmental Hebrew of the synagogue.</p>
<p>Torah</p>	<p>Students will explore the following stories from Genesis/Bereshit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Abraham & Sarah <input type="checkbox"/> Rebekah & the Well <input type="checkbox"/> Jacob steals his Birthright.

	<ul style="list-style-type: none"> <input type="checkbox"/> Jacob wrestles with the Angel.
Jewish Living	<p><u>Holidays/Chagim</u>: Students look at the holidays through the lens of symbols. They will explore the connection between the Jewish symbols and the holidays.</p> <p><u>Jewish Values/Middot</u>: Students will continue to explore the following values/middot: doing the right thing/tzedakah, being respectful/derekh erez, and gratitude/hakarat hatov. Being kind to living creatures/tzaar baalei chai'im will be introduced this year.</p>
Prayer/Tefillah	<p>Cantor Sandy and Hazzan Sheini Ezra will introduce the new prayers/tefillot and melodies/nusach to each of the grades. To further support their prayer/tefillah learning, recordings of the prayers/tefillot and melodies/nusach will be made available online for additional classroom and home review. Rabbi Mitch will also be working with our students as they learn how to participate in the prayer services at Temple Shalom. They will have the opportunity to demonstrate their learning during the K-2 Erev Shabbat Experience on <u>November 8th</u> and the K-2 Shabbat Service on <u>February 28th</u>.</p>
Israel	<p>Israel is integrated throughout the curriculum and in the spring our learners will explore the symbols of the modern State of Israel in preparation for Israel Independence Day/Yom HaAtzmaut.</p>

Educational Goals: By the end of the year, students will know that/be able to:

Hebrew	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the Hebrew name for select classroom objects. <input type="checkbox"/> Identify the following synagogue objects: <ul style="list-style-type: none"> <input type="checkbox"/> Siddur <input type="checkbox"/> Sefer Torah <input type="checkbox"/> Aron <input type="checkbox"/> Bimah <input type="checkbox"/> Chumash
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<p>Torah</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Locate where the Sefer Torah is kept. <input type="checkbox"/> Have familiarity with some of the main figures from the Torah stories they learned.
<p>Jewish Living</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the symbols associated with the following Jewish holidays: <ul style="list-style-type: none"> <input type="checkbox"/> Rosh HaShanah <input type="checkbox"/> Yom Kippur <input type="checkbox"/> Sukkot <input type="checkbox"/> Simchat Torah <input type="checkbox"/> Chanukah <input type="checkbox"/> Tu B'Shevet <input type="checkbox"/> Purim <input type="checkbox"/> Passover <input type="checkbox"/> Demonstrate understanding of the following Jewish values: <ul style="list-style-type: none"> <input type="checkbox"/> Doing what is just/tzedakah <input type="checkbox"/> Being respectful/derekh erez <input type="checkbox"/> Gratitude/hakarat hatov <input type="checkbox"/> Being kind to living creatures/tzaar baalei hayyim
<p>Prayer/Tefillah</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sing along and participate in their Erev Shabbat Experience and Shabbat Service. <input type="checkbox"/> The following prayers/tefillot will be introduced: <ul style="list-style-type: none"> <input type="checkbox"/> Mah Tovu <input type="checkbox"/> L'kha Dodi (refrain)
<p>Israel</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the connection between the Star of David and: <ul style="list-style-type: none"> <input type="checkbox"/> Israeli flag <input type="checkbox"/> Israeli money <input type="checkbox"/> Identify Israel as the homeland of the Jewish people.

Grade 2

Students attend TSLC for 2.5 hours on Sunday mornings from 9:00-11:30am. This may be the first time that the student experiences the synagogue and school as a gathering place of children of all ages to meet on a regular basis to learn as a community. They begin to or continue to develop a sense of Jewish identity and community through socialization among their peers and the wider TSLC community.

Our 2nd graders are actively engaged in exploring Judaism through the lens of Jewish values/middot with an emphasis on gratitude/hakarat hatov. The students will utilize the blessing for special occasions/she'hehchyanu as an opportunity to thank God and practice gratitude for positive things in their lives.

Big Idea/Essential Question(s): What are Jewish values? Where do they come from?

Hebrew	Students are introduced to the aleph-bet and begin to learn to read Hebrew.
Torah	<p>Students are introduced to the concept of weekly Torah study/parashat hashavua. Their workbook, <i>My Weekly Sidrah</i>, is designed to involve the young learner in the cycle of the weekly Torah readings, and to help them establish a regular habit of Torah study. Students are encouraged to derive meaning from the text as one of the sources of Jewish values. Special emphasis will be placed on those portions/parshiyot that were not covered in previous years.</p> <p>Text and Materials: Workbook "<i>My Weekly Sidrah</i>"</p>
Jewish Living	<p><u>Holidays/Chagim</u>: Students discover and explore the customs, laws and traditions of each holiday. They are reminded of the historical and religious ideas of each holiday.</p> <p><u>Jewish Values/Middot</u>: Students focus on and explore Jewish values as they occur in their weekly Torah study. They will also review the values/middot learned in previous years.</p>
Prayer/Tefillah	Cantor Sandy and Hazzan Sheini Ezra will introduce the new prayers/tefillot and melodies/nusach to each of the grades. To further support their prayer/tefillah learning, recordings of the prayers/tefillot and melodies/nusach will be made available online for additional classroom and home review. Rabbi Mitch will also be working with our students as they learn how to participate in the prayer services at Temple Sholom. They will have the opportunity to demonstrate their learning during the K-2 Erev Shabbat Experience on <u>November 8th</u> and the K-2 Shabbat Service on <u>February 28th</u> .

Israel	Israel is integrated throughout the curriculum as appropriate. This year there will be a focus on the geography.
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Educational Goals: By the end of the year, students will know that/be able to:

Hebrew	<ul style="list-style-type: none"> <input type="checkbox"/> Know the Aleph Bet song. <input type="checkbox"/> Properly respond to basic requests in Hebrew. <input type="checkbox"/> Identify some of the Hebrew letters and the sounds they make. <input type="checkbox"/> Know that Hebrew is read right to left - directionality. <input type="checkbox"/> Know that Hebrew is the language of the Torah and Israel.
Torah	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that the Torah is divided into weekly portions/parshiyot. <input type="checkbox"/> Know that the Torah teaches us values.
Jewish Living	<ul style="list-style-type: none"> <input type="checkbox"/> Know that Shabbat is a special day. <input type="checkbox"/> Demonstrate a basic understanding the Jewish holidays. <input type="checkbox"/> Know how to prepare for the holidays <input type="checkbox"/> Demonstrate a general understanding of kashrut as a Jewish value. <input type="checkbox"/> Demonstrate understanding of the Jewish values learned in K-1.
Prayer/Tefillah	<ul style="list-style-type: none"> <input type="checkbox"/> Sing along and participate in their Erev Shabbat Experience and Shabbat Service. <input type="checkbox"/> The following prayers/tefillot will be introduced: <ul style="list-style-type: none"> <input type="checkbox"/> Kiddush (1st line) <input type="checkbox"/> Hamotzi <input type="checkbox"/> V'shamru (refrain)
Israel	<ul style="list-style-type: none"> <input type="checkbox"/> Israel is the homeland of the Jewish people with roots in the Torah. <input type="checkbox"/> Demonstrate basic knowledge of the map of Israel.

Students meet for a total of four hours per week, from 9:00am to 11:30am on Sundays, and either Tuesdays from 4:30-6:00pm or Wednesdays from 4:15pm to 5:45pm. This may be the first time that the student experiences the synagogue and school as a gathering place of children of all ages to meet on a regular basis to learn as a community. Students begin to or continue to develop a sense of Jewish identity and community through classroom engagement and socialization among their peers. The year culminates in a kabbalat siddur ceremony, in which Rabbi Mitch presents each student with their own prayer book/siddur. It is also an opportunity for the students to stand up in front of the TSLC community as prayer participants and leaders.

Big Idea/Essential Question(s): What is my personal connection to God, Torah, Shabbat, the Jewish holidays, and to the Land of Israel?

<p>Hebrew</p>	<p>Third graders spend all year learning the letters of the Aleph-Bet. They begin learning how to blend sounds and read fluidly. Students work on Hebrew decoding each day that we are together.</p>
<p>Torah</p>	<p>Students study the weekly Torah portion/parshat hashavua for Genesis/Bereshit and Exodus/Shemot. The students will revisit some of the stories they covered in previous years. This review will help those students who are new to TSLC and make it possible for continuing to students to seek deeper meaning in the text.</p> <p>Text and Materials: <i>A Child's Bible</i></p>
<p>Jewish Living</p>	<p><u>Holidays/Chagim</u>: Students explore the stories of the holidays and find personally meaningful ways to celebrate them. There will also be a focus on learning new blessings.</p> <p><u>Shabbat</u>: Third grade will participate in a special unit learning about and experiencing Shabbat in our learning space. Their learning will be reinforced by their participation in the 3rd & 4th Grade Shabbat Experience on <u>November 15th</u>.</p> <p><u>Middot/Jewish Values</u>: Students will focus on and explore Jewish values as they occur in their Torah study. They will also review values learned in previous years.</p>
<p>Prayer/Tefillah</p>	<p>Cantor Sandy and Hazzan Sheini Ezra will introduce the new</p>

	<p>prayers/tefillot and melodies/nusach to each of the grades. To further support their prayer/tefillah learning, recordings of the prayers/tefillot and melodies/nusach will be made available online for additional classroom and home review. Rabbi Mitch will also be working with our students as they learn how to participate in the prayer services at Temple Sholom. They will have the opportunity to demonstrate their learning during the 3rd & 4th Grade Erev Shabbat Experience on <u>November 15th</u> and the 3rd Grade Kabbalat Siddur & Dinner on <u>May 15th</u>.</p>
Israel	<p>Israel is integrated throughout the curriculum as appropriate. There will be a specific focus on Biblical sites that can be visited today (ex. Jerusalem and Be'er Sheva).</p>

Educational Goals: By the end of the year, students will know that/be able to:

Hebrew	<ul style="list-style-type: none"> <input type="checkbox"/> Decode Hebrew with vowels. <input type="checkbox"/> Identify specific site words associated with the prayers/tefillot they are studying.
Torah	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between Torah, Chumash, and Tanakh. <input type="checkbox"/> Have increased familiarity with the stories and personalities in Genesis/Bereshit and Exodus/Shemot. <input type="checkbox"/> Define the term <i>parsha</i>.
Jewish Living	<ul style="list-style-type: none"> <input type="checkbox"/> Shabbat is a special day. <input type="checkbox"/> How to prepare for Shabbat. <input type="checkbox"/> Demonstrate understanding of the Jewish values learned in K-2 and new values learned from their Torah study.
Prayer/Tefillah	<ul style="list-style-type: none"> <input type="checkbox"/> Sing along and participate in their Erev Shabbat Experience and their Kabbalat Siddur Service. <input type="checkbox"/> The following prayers/tefillot will be introduced: <ul style="list-style-type: none"> <input type="checkbox"/> Shalom Aleikhem <input type="checkbox"/> V'shamru <input type="checkbox"/> HaTikvah

	<input type="checkbox"/> Yotzeir Or
Israel	<input type="checkbox"/> Israel is the homeland of the Jewish people with roots in the Torah. <input type="checkbox"/> Demonstrate basic knowledge of the map of Israel.

Grade 4

Students meet for a total of four hours per week, from 9:00am to 11:30am on Sundays, and either Tuesdays from 4:30-6:00pm or Wednesdays from 4:15pm to 5:45pm. This may be the first time that the student experiences the synagogue and school as a gathering place of children of all ages to meet on a regular basis to learn as a community. Students begin to or continue to develop a sense of Jewish identity and community through classroom engagement and socialization among their peers.

Big Idea/Essential Question(s): Where do I fit into the story of the Jewish people? What does it mean to be a part of the Jewish people/Klal Yisrael?

Hebrew	<p>The level of Hebrew knowledge varies widely among learners and the Hebrew curriculum reflects that range. Some learners are new to Hebrew and are therefore focused on learning the Aleph-Bet; others are proficient Hebrew readers and work on increasing their fluency and comprehension. The goal is for everyone to master the Aleph-Bet and vowels and gain greater fluency and fluidity in reading basic syllables and small words. More advanced Hebrew readers will have the opportunity to learn additional skills such as Hebrew script and modern Hebrew.</p>
Torah/Tanakh	<p>Students are introduced to the two other parts of the Bible/Tanakh. They will focus on select stories from Prophets/Nevi'im and Writings/Ketuvim.</p> <p>Text and Materials: <i>A Child's Bible, Volume 2</i></p>
Jewish Living	<p><u>Holidays/Chagim</u>: Being a part of the Jewish people/Klal Yisrael means being connected to the rhythms and rituals of the Jewish calendar. Students explore how the Jewish calendar functions. They will also become familiar with the blessings/brachot connected with the holidays and how they connect to the practices and customs of each holiday.</p>

	<p><u>Middot/Jewish Values</u>: Students focuses on the concept of being created in the divine image/b'tzelem Elohim. They explore that concept in terms of their personal relationships.</p>
<p>Prayer/Tefillah</p>	<p>Cantor Sandy and Hazzan Sheini Ezra will introduce the new prayers/tefillot and melodies/nusach to each of the grades. To further support their prayer/tefillah learning, recordings of the prayers/tefillot and melodies/nusach will be made available online for additional classroom and home review. Rabbi Mitch will also be working with our students as they learn how to participate in the prayer services at Temple Sholom. They will have the opportunity to demonstrate their learning during the 3rd & 4th Grade Erev Shabbat Experience on <u>November 15th</u>, the 4th Grade Shabbat Service on <u>January 24th</u>, and the 4th Grade Learners Minyan on <u>April 25th</u>.</p>
<p>Israel</p>	<p>Students learn about the diversity of people and family units in Israeli society. It is part of a larger conversation about the complexity and diversity of the Jewish people/Klal Yisrael</p>

Educational Goals: By the end of the year, students will know that/be able to:

<p>Hebrew</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to develop a sight word vocabulary. <input type="checkbox"/> Mastery of the Aleph Bet and vowel sounds <input type="checkbox"/> Fluency and fluidity reading basic syllables and small words <input type="checkbox"/> Understand how Hebrew words are build on roots/shoreshim.
<p>Torah/Tanakh</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between Torah, Chumash, and Tanakh. <input type="checkbox"/> There are five books of the Torah and name them. <input type="checkbox"/> Have increased familiarity with the stories and personalities from the Prophets/Nevi'im and the Writings/Ketuvim sections of the Bible/Tanakh. <ul style="list-style-type: none"> <input type="checkbox"/> Joshua <input type="checkbox"/> Devorah <input type="checkbox"/> Kings I & II <input type="checkbox"/> How to navigate the Bible/Tanakh (chapter and verse)

<p>Jewish Living</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the Jewish values learned in K-3. <input type="checkbox"/> Have an understanding of the concept of being created in the divine image/b'tzelem elohim. <input type="checkbox"/> The basic story of each holiday. <input type="checkbox"/> A basic familiarity with the Jewish calendar.
<p>Prayer/Tefillah</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sing along and participate in their Erev Shabbat Experience, the 4th Grade Shabbat Service, and Learners Minyan. <input type="checkbox"/> The following tefillot/prayers will be introduced: <ul style="list-style-type: none"> <input type="checkbox"/> L'kha Dodi (verses 1, 2, 9) <input type="checkbox"/> Friday evening Kiddush <input type="checkbox"/> Ein Keloheinu
<p>Israel</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Israel is the homeland of the Jewish people with roots in the Torah. <input type="checkbox"/> Demonstrate basic knowledge of the map of Israel. <input type="checkbox"/> Hebrew is the language of Israel. <input type="checkbox"/> Familiarity with diversity of family units in Israeli society.

Grade 5

Students meet for a total of four hours per week, from 9:00am to 11:30am on Sundays, and either Tuesdays from 4:30-6:00pm or Wednesdays from 4:15pm to 5:45pm. This may be the first time that the student experiences the synagogue and school as a gathering place of children of all ages to meet on a regular basis to learn as a community. Students begin to or continue to develop a sense of Jewish identity and community through classroom engagement and socialization among their peers.

Students are entering a stage in their development where they are beginning to think for themselves and develop strong opinions of right and wrong. They are asking questions that demand thoughtful answers based on our rich tradition. Our curriculum is planned to challenge them and help them as they enter this important time of questioning, exploring and decision making.

Big Idea/Essential Question(s): How can Jewish values help me to lead an ethical and moral life?

<p>Hebrew</p>	<p>Students begin 5th grade with varying levels of Hebrew proficiency. The goal is for all students to master the Aleph-Bet and vowels and gain fluency and fluidity reading basic syllables, small words, and phrases. Prayers/tefillot will be read in class to help gain that proficiency, as well as, to deepen their understanding of the prayer/tefillah itself.</p>
<p>Torah/Tanakh</p>	<p>Students continue to learn to navigate the Bible/Tanakh. They focus on additional stories from the Prophets/Nevi'im and the Writings/Ketuvim that build on what was learned in the previous year. Students are encouraged to read the text critically and to ask questions.</p>
<p>Jewish Living</p>	<p><u>Life Cycle</u>: Jewish Tradition places an emphasis on marking the passage of time and honoring sacred moments. Our 5th graders will learn about the major life cycle events; birth, bar and bat mitzvah, marriage and death and mourning. While exploring practices and customs, this curriculum invites each student to explore their own values as individuals and as part of the Jewish community.</p>
<p>Prayer/Tefillah</p>	<p>Cantor Sandy and Hazzan Sheini Ezra will introduce the new prayers/tefillot and melodies/nusach to each of the grades. To further support their prayer/tefillah learning, recordings of the prayers/tefillot and melodies/nusach will be made available online for additional classroom and home review. Rabbi Mitch will also be working with our students as they learn how to participate in the prayer services at Temple Sholom. They will have the opportunity to demonstrate their learning during the 5th Grade Learners Minyanim on <u>November 23rd</u>, <u>January 11th</u> & <u>February 29th</u> and the 5th Grade Shabbat Service on <u>May 1st</u>.</p>
<p>Israel</p>	<p>Our fifth graders will learn how Jewish values have shaped Israeli society.</p>

Educational Goals: By the end of the year, students will know that/be able to:

<p>Hebrew</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Expand their sight word vocabulary. <input type="checkbox"/> Mastery of the Aleph Bet and vowel sounds.
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	<ul style="list-style-type: none"> <input type="checkbox"/> Fluency and fluidity reading larger words and phrases.
Torah/Tanakh	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between Torah, Chumash, and Tanakh. <input type="checkbox"/> There are five books of the Torah and name them. <input type="checkbox"/> Have increased familiarity with the stories and personalities from the Writings portion of the Tanakh. <input type="checkbox"/> How to navigate the Tanakh (chapter and verse)
Jewish Living	<ul style="list-style-type: none"> <input type="checkbox"/> Some of the individual and communal practices associated with the following life cycle events: <ul style="list-style-type: none"> <input type="checkbox"/> Brit Milah <input type="checkbox"/> Baby naming <input type="checkbox"/> B'nei Mitzvah <input type="checkbox"/> Marriage <input type="checkbox"/> Death
Prayer/Tefillah	<ul style="list-style-type: none"> <input type="checkbox"/> Sing along and participate in their Learners Minyanim and Shabbat service. <input type="checkbox"/> The following prayers/tefillot will be introduced: <ul style="list-style-type: none"> <input type="checkbox"/> Aleinu <input type="checkbox"/> Adon Olam <input type="checkbox"/> Amidah (Shabbat - Avot & G'vurot) <input type="checkbox"/> Mi Khamokha
Israel	<ul style="list-style-type: none"> <input type="checkbox"/> Israel is the homeland of the Jewish people with roots in the Torah. <input type="checkbox"/> Hebrew is the language of Israel. <input type="checkbox"/> Jewish values, such as Shabbat and kashrut, have influenced how Israeli society functions (ex. public transportation on Shabbat).

Grade 6

Students meet for a total of four hours per week, from 9:00am to 11:30am on Sundays, and either Tuesdays from 4:30-6:00pm or Wednesdays from 4:15pm to 5:45pm. This may be the first time that the student experiences the synagogue and school as a gathering place of children of all ages to meet on a regular basis to learn as a community. Students begin to or continue to develop a sense of Jewish identity and community through classroom engagement and socialization among their peers.

Our sixth graders are priming themselves for life as young adults, and we want to help them realize their potential for participation and leadership in the larger Jewish community. Students are approaching the age of becoming a bar or bat mitzvah and our curriculum is planned to challenge them and to help guide them as they enter this exciting time of questioning, evaluating, figuring things out, and finding their place in the world.

Big Idea/Essential Question(s): How have the concepts of self determination and Jewish peoplehood affected modern Jewish history? How has that history impacted me?

Hebrew	The level of Hebrew knowledge varies somewhat among our students. Some are more proficient Hebrew readers and work on increasing their fluency and comprehension, while others work on becoming more confident and fluid readers. The goal for all students in sixth grade is to master the Aleph-Bet and vowels and gain fluency and fluidity in reading.
Torah/Tanakh	Students continue to learn to navigate the Bible/Tanakh. They focus on the weekly Torah portion/parshat hashavua. Connections are encouraged and geared to the way learners make decisions and live their own lives. Students are also encouraged to read the text critically and to ask questions.
Jewish Living	Holiday learning includes a review of the stories and historical reasons for the holidays. An emphasis is also placed on learning different mitzvot associated with each holiday. Special emphasis is placed on learning key prayers for each holiday.
Prayer/Tefillah	Cantor Sandy and Hazzan Sheini Ezra will introduce the new prayers/tefillot and melodies/nusach to each of the grades. To further support their prayer/tefillah learning, recordings of the prayers/tefillot and melodies/nusach will be made available online for additional classroom and home review. Rabbi Mitch will also be working with our students as they learn how to participate in the prayer services at Temple Sholom. They will have the opportunity to demonstrate their learning during the 5-7th Grade Learners Minyan on <u>November 23rd</u> , <u>January 11th</u> & <u>February 29th</u> and the 6th-7th Grade Shabbat Service on <u>March 28th</u> .
Israel	Our sixth graders will focus on the history of Zionism and the establishment of the modern State of Israel.

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Educational Goals: By the end of the year, students will know that/be able to:

Hebrew	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop a sight word vocabulary of words common to the siddur and biblical Hebrew <input type="checkbox"/> Fluency and fluidity reading basic syllables, words and phrases.
Torah/Tanakh	<ul style="list-style-type: none"> <input type="checkbox"/> Review and reinforce skills needed for Torah study. <input type="checkbox"/> Where the Torah falls historically <input type="checkbox"/> The difference between <i>peshat</i> and <i>derash</i>. <input type="checkbox"/> If we don't believe in the Torah as historical fact, is it still important and valuable?
Jewish Living	<ul style="list-style-type: none"> <input type="checkbox"/> Review of the stories, basic practices, customs, traditions, mitzvot and brakhot of each holiday. <input type="checkbox"/> Historical context of the holidays.
Prayer/Tefillah	<ul style="list-style-type: none"> <input type="checkbox"/> Sing along and participate in their Learners Minyanim and Shabbat services. <input type="checkbox"/> The following prayers/tefillot will be introduced: <ul style="list-style-type: none"> <input type="checkbox"/> Hatzi Kaddish <input type="checkbox"/> Birkhot Hashahar (Morning Blessings) <input type="checkbox"/> Barukh She-amar <input type="checkbox"/> Psalm 150 - Hal'luyah <input type="checkbox"/> Vayomer (1st paragraph of V'ahavta) <input type="checkbox"/> Ashrei <input type="checkbox"/> Mizmor L'Dovid - Havu Ladonai <input type="checkbox"/> V'ahavta <input type="checkbox"/> Ein Kamokha - Vay'hi Binsoa <input type="checkbox"/> Sh'ma/Ehad/Gad'lu - Torah Service <input type="checkbox"/> Y'hal'lu-Hodo <input type="checkbox"/> L'kha Adonai <input type="checkbox"/> Etz Hayyim
Israel	<ul style="list-style-type: none"> <input type="checkbox"/> Familiarity with the historical development of the modern State of

	<p>Israel.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have a basic understanding of Zionism.<input type="checkbox"/> Identify the major figures of Zionism:
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Grade 7

Big Idea/Essential Question(s): What are the stories of hope and redemption in the Holocaust?

Students meet either Tuesdays from 4:30-6:00pm or Wednesdays from 4:15pm to 5:45pm. They will be using an online interactive platform called IWitness <https://iwitness.usc.edu/SFI/>. *“IWitness is an educational website developed by USC Shoah Foundation – The Institute for Visual History and Education that provides access to more than 1,500 full life histories, testimonies of survivors and witnesses to the Holocaust and other genocides for guided exploration. IWitness brings the human stories of the Institute's Visual History Archive to secondary school teachers and their students via engaging multimedia-learning activities.”*

The website is curated so that students are exposed to age-appropriate imagery that has pedagogic value. They will explore the impact of the history, specifically the Holocaust, by hearing the first person testimony of individual witnesses. Students will also explore the impact of the Holocaust on their Jewish identity.

In the spring, the students will participate in the Daffodil Project. It is a worldwide program started in 2010 to be a living memorial to the 1.5 million children who were killed in the Holocaust. They will be responsible for maintaining the garden on the grounds of Temple Sholom.

Grade 8

Big Idea/Essential Question(s): How can I, as a Jew, engage with my Greenwich community?

This year we are starting an 8th Grade. One of the goals of this class is to take Jewish learning outside the synagogue. Students meet twice a month. Field trips are a significant part of the class. The first half of the year is designed to educate the students about the history of Jews in Greenwich. The class begins with a trip to Ellis Island in order to learn about the experience of Jewish immigration to the United States. The learning shifts to the history of Temple Sholom as a way of better understanding the complicated history of Jews in Connecticut. Students will assist in the curating and cataloguing of several of the artifacts housed at Temple Sholom under the supervision of Rabbis Chaya and Kevin.

The second half of the year is designed to help the students find their own ways to engage with the larger Greenwich community through Jewish values-driven service work. The students will assess the needs of the community and determine how they want to address them. One of the sessions is dedicated to understanding philanthropic work and how to best invest one's time, energy, and other resources.

A Note of Gratitude/Hakarat HaTov

This curriculum is made possible by the hard work and dedication to quality education of the leadership of Temple Shalom. Mr. Dave and I spent many long hours meeting and collaborating with the clergy team. I would like to thank Rabbi Chaya, Cantor Sandy, Hazzan Sheini Ezra for all their hard work in helping to develop the prayer/tefillah portion of this curriculum. I would also like to thank Rabbi Mitch for his support and feedback throughout the entire process of creating this new curriculum.

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